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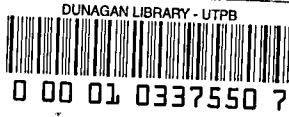
An Examination of the Theoretical Orientation to Reading Profile (TORP): Results of Selected Graduate Students in a Literacy Course

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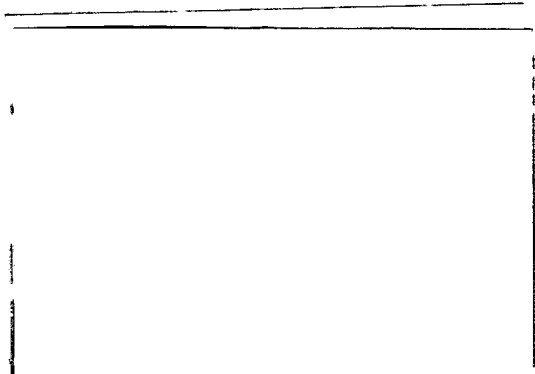


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THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN
AN EXAMINATION OF THE THEORETICAL ORIENTATION TO
READING PROFILE (TORP) : RESULTS OF SELECTED
GRADUATE STUDENTS IN A LITERACY COURSE



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AN EXAMINATION OF THE THEORETICAL ORIENTATION TO
READING PROFILE (TORP) : RESULTS OF SELECTED
GRADUATE STUDENTS IN A LITERACY COURSE

by

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PROJECT

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Abstract

This survey research study was utilized to explore participants' views and knowledge of balanced literacy programs before and after a 45-hour graduate level literacy course and to document any changes using the Theoretical Orientation to Reading Profile (TORP; Deford, 1985) questionnaire. The TORP's main purpose is to designate the philosophical position of individuals on their preferences to teaching reading. The TORP examines orientation to phonics, skills, and whole language. Twenty-seven participants who designated themselves either as established school administrators or graduate students pursuing Master's degrees in Educational Leadership or Reading were surveyed at the beginning and end of the course to examine their philosophical inclinations to the teaching of reading instruction. The data collected reflected information that administrators will be able to consider when choosing effective reading programs for their educational institutions.